

**SPOKEN INTERLANGUAGE ERRORS IN MICROTEACHING
CLASS MADE BY STUDENTS OF ENGLISH DEPARTMENT
OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**



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by

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ABSTRACT

This research paper is aimed to classify the type of errors, analyze the frequency and dominant, and explain the sources of error. The type of this research is descriptive research. The research collects micro teaching video from her friends. The research makes the transcript of the video as the source of the data. The research uses documentation method to select the data. There are 356 data containing of errors. The research uses Clark and Clark theory and Dulay Burt, and Krashen theory to analyze the errors. The research divided the errors found into three classifications. They are speech error, morphological error and syntactical error. In speech errors are filled pause (32,02%), repeats (23,88%), silent pause (17,13%), correction (6,18%), stutters (1,97%), interjection (1,69%), retraced (1,40%), and slip of tongue (1,12%). Morphological error are vocabulary error (5,90%), pronunciation error (2,25%), ommision of bound morpheme {-s} as singular marker (1,69%), ommision of bound morpheme {-s} as plural marker (1,12%), and wrong in word selection (1,12%). Syntactical error is the use of V-ing after modals Auxiliary (1,41%) and ommision of definite preposition (1,12%). The sources of error are cognitive, psychological and social reason.

Keyword: Interlanguage, Error Analysis, Microteaching

A. Introduction

Learning English is very important, because English is one of the International language to communicate with other people. Besides that, with English language we know what happen want divide. Now, learning English begins from elementary school up to university. Students are learning English from zero to know how using English well. Learning foreign language doing the process of learning cannot be sequenced from making mistake or error. In learning English, there are some skills to be learned. There are listening, speaking, reading and writing skills.

University is the last education after Senior High School. In University, students not only study about theories, but they also practice the theory. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which consists of thirteen departments. One of the departments in Teaching Trainer and Education is Department of English Education.

Learning English in Department of English Education is divided into three major subject materials, there are linguistics, literature and teaching. In teaching, students are not only studying about the theory of teaching, but they must practice their knowledge using methods. The class is usually called Microteaching class

In Microteaching class, students must practice to teach their friends in one class. Microteaching class consists of sixteen students. Teachers in Microteaching class give two topics for one student to practice in front of the class. In this class, every student must using different method. They are practicing how to teach in front of the class using different topic.

Fauziati stated that "Error is considered as an inevitable and positive part of that process" (Fauziati, 2009:168). The student is learning English and make an error deemed natural. The language that still has error is called interlanguage and if there is no error, it is called language.

Error occurs because of many reasons. The first, the learners has skill or knowledge is still limited. The second, the learners are nervous

when they practice speaking. Their focus is disturbed by their nervousness. The third, is the speech errors which often occurs when speakers are fatigue and a bit drunk.

The objectives of this study are to describe the type of spoken interlanguage errors made by students, to describe the frequency of spoken interlanguage errors made by students, to describe the most dominant errors of spoken interlanguage errors made by student, and to explain the sources of spoken interlanguage errors made by students. This study has theoretical benefit and practical benefit. Theoretically, the result of this study will be sources of the students to learn and get more information about spoken interlanguage errors, it focuses on the type, frequency, dominant and source of spoken interlanguage errors. Practically, the result of this study will be contribution for other researcher who are interested in analyzing and describing of spoken interlanguage errors and, will increase the knowledge when the reders read this research about spoken interlanguage errors.

Regarding to research in spoken interlanguage errors, Fadhila (UMS, 2013) conducted a research on *Error in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta*. The result of the study divides the errors into three classification, they are speech error, lexical error and grammatical error. The source of speech error are cognitive and psychological reason, the sources of lexical and grammatical error are interlingual and intralingual transfer. Secondly, Hidayat (UMS, 2010) conducted a research on *Speech Error in the 2008 U.S. Presidential Debate*. The result of the study shows that there are 11 speech errors, there are silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjections, stutters, selection error, blends, and anticipation. The sources that cause speech errors are planning difficulty, those are cognitive, anxiety and social reason. Thirdly, Ilmiani (UMS, 2014) conducted a research on *Oral Production by English Depatment Students of Muhammadiyah University*

of Surakarta. The result of the study reveals the errors into four classification, they are speech error, pronunciation error, grammatical error, and code switching. The sources of error are cognitive reason, psychological reason, social reason, interlingual transfer and intralingual transfer. Fourthly, Saputri (UMS, 2010) conducted a research on *Speech Errors in Oral Production Made by English Department Students of Muhammadiyah University of Surakarta*. The result of the study shows that there is one classification of error, that is speech errors. The sources of the errors are difficulties in planning and executing speech in the same times. It is because of the low ability in speaking English language and the rarely use of English language. Lastly, Rahmawati (UMS, 2011) conducted a research on *A Psycholinguistic Analysis of Speech Errors Made by Rachel Ray TV Show*. The result of the study shows that there is one classification of error, that is speech errors. The sources of the errors is the result of more localized difficulties that speakers has in forming articulatory program to guide the articulatory muscles in executing speech. It means that speech error is commonly committed by people either native or non-native speakers.

Based on the researchers above, the writer wants to observe the spoken interlanguage errors. The objective is divided into four parts, there are to describe the type of spoken interlanguage errors made by students, to describe the frequency of spoken interlanguage errors, to describe the most dominant errors of spoken interlanguage errors, and to explain the sources of spoken interlanguage errors in microteaching class made by students of English Department of Muhammadiyah University of Surakarta.

B. Research Method

This study is descriptive qualitative research. The writer describes spoken interlanguage error in microteaching class made by students of English Department of Muhammadiyah University of Surakarta. This research was conducted on February until June, 2014. The subject of this study is student of English Department in microteaching class, the writer focuses on 16 videos in microteaching.

The data are taken from informant and document. The techniques of collecting data are collecting the videos, watching and observing the video, listening, reading and identifying the data, analyzing the data based on the type of error and classifying the type of error. The procedures of analyzing data are reduction the data, display the data and conclusion/verification.

C. Research Finding and Discussion

Based on documentation and result of the data that has been conducted, the writer found errors in spoken interlanguage error in microteaching class made by students of English Department of Muhammadiyah University of Surakarta that consists of four problem statements as follow:

1. Type of Errors

Based on the data, the researcher finds three classifications of error. They are speech error, morphological error and syntactical error.

a. Speech Error

Speech error is produced by native speaker or non-native speaker. In this research, the speakers are non-native speaker.

1) Filled Pause

Filled pause means a gap filled by speech sound *ah, er, uh, aa, mm*. It occurs when the speaker tries to find the next word when they speak. In this case, the speaker produces unintended sound, usually the speakers do not realize that they produce that sound.

This is a sentence of filled pause found in micro teaching class. *“Ok aa... now repeat after me!”*. According to filled pause example, the speaker get trouble to find the intended word, but they produce sound “aa..” when they think and speak simultaneously. After saying “Ok”, the speaker hesitated for a moment, but he prefers to fill the gap by producing the sound “aa..” while planning and thinking of what he would say next before continuing the right words. Then, the speaker continued their speech after getting the right word *“now repeat after me!”*.

2) Repeats

A Repeat is when the speakers are repeating one or more words in a row. In planning the utterances sometimes, the speaker hesitates to speak for awhile. But in this type of error, the speaker chooses to repeat constituent or words that they said before. Speaker usually repeats one or more words because they forget to utter the next words so they repeat the previous words before continuing. The next in the data, the writer finds repetition such as, *“What is the day before Sunday Rifka?/ what is the day before Sunday?”*. It is an error because the speaker repeats the word or constituent they said earlier in his/her speech.

3) Silent Pause

Silent pause is a period of no speech between any words. Silent pause occurs when the speaker take a second or more between word. It means that speaker keeps silent not for taking a breath, but they get difficulty to find the next word to say.

There is a sentence of silent pause. *“I will (0,5) invite you to imagination”*. After the word “I will”, the speaker stops and keeps silent for a few minutes. Then the speaker completes the sentence by saying *“invite you to imagination”*.

4) Correction

Correction is like false start, but they contain an explicit correction such as “*I mean*”, “*rather*”, “*what we call*”. The function of explicit corrections is to mark the phrase as a correction and followed by intended or the corrected words. In spoken, the speakers edit their speech by using correction. In this correction the listener automatically realize that the speaker make an error, and try to edit by using word “*I mean*”, “*rather*”, etc.

The sentence of correction is, “Who is? *I am sorry*, who is the writer?”. According to that example, the speakers corrected their speech error by using an explicit word “*I am sorry*”. The speaker is aware of their mistakes. Immediately, they edit their speech by using the word “*I am sorry*” and then continue their speech.

5) Stutters

Stutters occur when the speaker repeats the same sound rapidly, such as “turn on *h-h-h* heater switch”. That example shows that the speaker gets difficulty to utter the word “heater”.

In the data, the writer found stutters error such as, “*The mat.. material today is..*”. The speaker in that example actually plans the next word to say. But, they get trouble *when they utter “material”, before they utter the word “material”,* the speakers use repetition in syllable “*mat*”, it can be a marker that speaker disrupting the normal flow of speech.

6) Interjection

Interjection means when the speaker stops for a while to get the next intended word. Interjection are like hesitation pause, but in interjection the speaker produces sound like *oh, ah, well*, when they get the next intended words in their speech.

In the data, the writer found interjection error such as, “I want to choose one of you to *yak*, thank you very much you can sit!”. This utterance shows that the speaker has stopped to find “*thank you very much you can sit!*”. The word “*yak*” as the marker that the speaker has found the intended words.

7) Retraced (False Start)

Retraced false start is a correction by using repetition of one or more words before the corrected words. Unlike Unretraced False, retraced false starts with repetition when the speaker is aware that they make an error. In this correction, the speaker probably retraced word, then adds replacement word to change the word said earlier.

This is the example of retraced false start taken from the data, “*What do we learn today/ what do you learn?*”. That utterances show that the speakers have made speech error. At the first, the speaker said “*What do we learn today*”, but “*What do we learn today*” was not the word they wanted to say. Actually, the word that the speakers want to say is “*What do you learn?*”. The speakers are aware of the condition that they make speech errors, after that they correct the word by using repetition of one or more word.

8) Slip of Tongue

Slip of tongue occurs when the speaker get slips in their sounds, words, or the other.

This is the example of slip of tongue taken from the data, “*One grup two consist/ one group consist two students*”. The data shows that the speaker gets slip of the tongue when he utters “*one group two consist*”. Then the speaker tries to repeat again with the correct sentence “*one group consist two students*”.

b. Morphological Error

1) Vocabulary error

According to Selinker (1977) the learners sometimes utilize code switched from English into Indonesia. In the other words, the learners have full replacement of Indonesian word. For example “*What know this is today (hari ini hari apa) Putri?*”. Perhaps in their minds, the speakers actually know the lexical English that they want to use, “*What know this is today Putri?*”. But, the speaker using Indonesia language in middle of the sentence.

2) Pronunciation Error

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspect of speech beyond the level of the individual sound, such as intonation, phrasing, stress, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

The writer finds 8 utterances containing pronunciation error. The example of pronunciation error “*One paper, and your schedule her in the week, one week*”. The student makes an error when she uttered word “*schedule*”. The word “*schedule*” should be pronouned as [‘skedʒu:l], but she utter it as [‘skedul]. It show that she makes an error by using pronunciation.

3) Ommision of Bound Morpheme {-s}

Ommision is a type of error which is characterized by the absence of an item that must appear in well-formed utterances. As an example, in grammatical word, such as noun and verb inflection (-s, -ed, -ing). Language learners omit grammatical

morphemes much more frequently than content word. Within the set of grammatical morphemes, however, some are likely to be omitted for a much longer time than other.

a) Ommision of Bound Morpheme {-s} as singular marker

The writer finds six utterances that contain omission of bound morpheme {-s} as singular marker. For example, “*I want to Dita come forward*”. The speaker makes a grammatical error when she utters “*Dita come*”. It is clearly an incorrect form. The subject “*Dita*” should be followed by verb (V) and morpheme –s/es.

b) Ommision of Bound Morpheme {-s} as plural marker

In the data, the writer finds 4 utterances containing ommision of bound morpheme {-s} as plural marker. For example “*I will give you some example how to describe people*”. The speaker makes a grammatical error when she utters “*some example*”. It is clearly an incorrect form, because “*some example*” is plural. So, the correct sentence must be “*I will give you some examples how to describe people*”.

4) Error in word selection

The speakers or the learners make an error when they select the inappropriate word or phrase in their sentence. The learners should know the different word classification, such as noun, verb, adjective, etc. If they know the difference, they would not make error in their sentence.

In the data, the researcher finds the sentence “Ok, *replay* please me ok!”. This utterance is an example of error in word selection. She actually wants to say “*repeat*”, but she uses the inappropriate word selection. At the end she says “*replay*” to replace the word “*repeat*”.

c. Syntactical Error

1) The use of “V-ing” after modals Auxiliary

Modals Auxiliaries are helping verbs. The examples of modals auxiliaries are: can-could, may-might, must-have/has to/ had to, shall- should, will-would, ought to are followed by V1 or Infinitive. In the data, there are 5 utterances containing the use of V-ing after modals auxiliary. The examples are in the following:

(1) Ida, *can you spelling* May?

In the data, modals auxiliary “*can*” is followed by V-ing. Actually the modals auxiliary “*can*” must be followed V1. So the sentence is “*Ida, can you spell May?*”.

2) Ommision of definite preposition

Preposition is a word such as *in, from, on, at*, etc. Preposition is used before the noun or pronoun to show the place, position, time, method, etc. Sometimes, the learner who speaks English is still influenced by their first language. They have their sentence construction in their first language, and they translate it into English. The result becomes ungrammatical sentence.

The example of ommision of definite preposition is “*Please write down your paper!*”. The speaker ommits the preposition “*in*” in the sentence. It means “*di kertasmu*”. So the sentence should be “*Please write down (in) your paper!*”.

2. Frequency of Each Type of Error

Frequency of each type of error means that the writer tries to count the data and make the frequency for each type of error. In the data taken from microteaching class, the writer has found all kinds of speech error based on theory Clark and Clark and other

psycholinguists. However, the frequency of each speech error is difference.

After classifying data based on the types of errors in researching finding, the researcher finds the frequency of each type of errors and the percentage of each error as follow.

No.	Types of Error that have been found		N	%
Speech Error			304	85,39%
1.	Filled Pause		114	32,02 %
2.	Repeats		85	23,88 %
3.	Silent Pause		61	17,13 %
4.	Correction		22	6,18 %
5.	Stutters		7	1,97 %
6.	Interjection		6	1,69 %
7.	Retraced (False Start)		5	1,40 %
8.	Slip of Tongue		4	1.12 %
Morphological Error			43	12,08%
9.	Vocabulary			
	a.	Language Switch	21	5,90 %
10.	Pronunciation		8	2,25%
11.	Bound Morpheme {-s}			
	a.	Ommision of Bound Morpheme {-s} as Singular Marker	6	1,69 %
	b.	Ommision of Bound Morpheme {-s} as Plural Marker	4	1,12 %
12.	Error in Word Selection		4	1,12 %
Syntactical Error			9	2,53%
13.	The use of “V-ing” after modals Auxiliary		5	1,4 1%
14.	Ommision of Definite Preposition		4	1,12 %
	Total		356	100%

The data from the table above takes into the chart to provide percentage for each type of error utterances, there are speech error, morphological error and syntactical error. The totals of data are 356 utterances. The writer found 304 utterances or 85,39% of speech error, 43 utterances or 12,08% of morphological error and 9 utterances or about 2,53% syntactical error.

The writer divides each type of error in detail. Firstly, the writer divides speech error into eight types, namely: filled pause, repeats, silent pause, correction, stutters, interjection, retraced (false start) and slip of tongue. The writer found 114 utterances containing filled pause or about 85,39%, 85 utterances containing repeat or about 32,02%, 61 utterances containing silent pause or about 17,13%, 22 utterances containing correction or about 6,18%, 7 utterances containing stutters or about 1,97%, 6 utterances containing interjection or about 1,69%, 5 utterances retraced (false start) or about 1,40%, and 4 utterances or about 1,12% belongs to slip of tongue.

Secondly, the writer provides morphological error that is divided into four types, namely: vocabulary error, pronunciation error, omission of bound morpheme {-s} as singular marker, omission of bound morpheme {-s} as plural marker and wrong in word selection. The writer found 21 utterances or about 5,90% belongs to vocabulary error, 8 utterances or about 2,25% belongs to pronunciation error, 6 utterances or about 1,69% belongs to omission of bound morpheme {-s} as singular marker, 4 utterances or about 1,12% belongs to omission of bound morpheme {-s} as plural marker, and 4 utterances or about 1,12% belongs to error in word selection.

Thirdly, the writer provides syntactical error that is divided into two categories, namely: the use of “V-ing” after modals auxiliary and omission of definite preposition. The writer found 5 utterances or about 1,41% belongs to the use of “V-ing” after modals auxiliary, and

4 utterances or about 1,12% belongs to the omission of definite preposition.

According to the chart of error, the writer can classify the rank of error from the highest frequency to the lowest frequency as follow.

No.	Types of Error that have been found		N	%
1.	Filled Pause		114	32,02 %
2.	Repeats		85	23,88 %
3.	Silent Pause		61	17,13 %
4.	Correction		22	6,18 %
5.	Stutters		7	1,97 %
6.	Interjection		6	1,69 %
7.	Retraced (False Start)		5	1,40 %
8.	Slip of Tongue		4	1.12 %
9.	Vocabulary			
	a.	Language Switch	21	5,90 %
10.	Pronunciation		8	2,25%
11.	Bound Morpheme {-s}			
	a.	Ommision of Bound Morpheme {-s} as Singular Marker	6	1,69 %
	b.	Ommision of Bound Morpheme {-s} as Plural Marker	4	1,12 %
12.	Error in Word Selection		4	1,12 %
13.	The use of “V-ing” after modals Auxiliary		5	1,4 1%
14.	Ommision of Definite Preposition		4	1,12 %

3. The Dominant of Speech Error

The dominant type of error that is found in microteaching class can be seen from the result of percentage of the chart of ambiguity. The type of error that appear dominantly is speech error since the writer

found 304 utterances from 356 utterances or about 85,39%. In specific, the dominant error is filled pause with the total number of speech error are 114 utterances or about 32,02%. The second dominant of the type error is repetitions with the total number of speech error are 85 utterances or about 23,88%. The third rank is come from silent pause with the total number of error are 61 utterances or about 17,13%.

4. The Source of Error

At the beginning of this research, the writer presents theory of sources of planning difficulty purposes by Clark and Clark (1977:37). There are three possible sources of process delivering speech called cognitive reason, psychological, social reason.

a. Cognitive Reason

The speakers find difficulties when they should make a sentence about unusual topic. They have to think about what they will say, because they don't master the topic yet. The students should master the topic and try to deliver it in English language. In this reason, the students have double task. This cause is possible to appear error in learners speaking. The examples of the topic in the data are advertisement, some of expressions like congratulation, apologizing, suggestion, etc. The student must know the meaning, the characteristics, and the other that related the topic.

In general the students when delivering the material used filled pause such as produce sound ee, em, aa, ect. For example, "aa... how remember what material before?". They produce sound "aa" when they think simultaneously with speech. The speaker get the trouble and hesitated for a moment, but she prefer to fill a gap by producing sound "aa" while planning and thinking of what she would say next words.

The speakers take longer time to say next sentences, because they try to remember and to strip up sentences to be

complete question. It is complex condition and difficult for the speakers to remember the materials that they have prepare before and must produce sentences in same times.

b. Psychological Reason

Sometimes, speakers may produce speech error. In public speaking a person can be affected by certain conditions. Conditions such as anxious, nervous, in hurry can affect the speakers to be confident or unconfident that makes them difficult to produce speech. Speech error that caused by psychological reasons are common for native or non native speakers.

In microteaching class, the student as teacher sometimes feel nervous. It happens because they must stand up in front the audiences to deliver the materials that they do not really master yet. For example, “I will // ask you to describe your *fra..* friend, you can do it with your group”. The speaker makes two speech error in one moment, silent pause and stutters. The speakers are nervous, they became tense and ruin their plan and execution.

c. Social Reason

The other factor as the cause that contributes to speech error is social reason. Social relationships in environment, between speaker and listener can interfere the speaker in delivering their speech. The speakers who have low position when delivering their speech in front of the audiences who have high position usually get interference felling.

In microteaching class, the speaker not only gets attention from their friends but also from their lecturer. In the other word, the speaker gets double pressure. In this condition, the speaker may produce a lot of error, Such as, slip of tongue, grammatical error and pronunciation error.

“You can find it what is *horizontal* [hori’zɒntl], diagonal or // vertical”. That example shows that, the speaker takes a few

minute to utter “vertical” and utter the word “horizontal” incorrectly. In this condition, the speaker feels in under pressure. They must deliver their material in a short time and at the same times they are also assessed by the lecturer.

D. Conclusion

Here conclusion that founded by the writer about spoken interlanguage error in microteaching class made by students of English Department of Muhammadiyah University of Surakarta:

1. There are three classifications of error. The first is speech error. There are eight types of speech error. They are filled pause, repeats, silent pause, correction, stutters, interjection, retraced (false start), and slip of tongue. The second is morphological error. They are vocabulary error, pronunciation error, omission of bound morpheme {-s} as singular marker, omission of bound morpheme {-s} as plural marker, and wrong in word selection. The last is syntactical error. They are the use of V-ing after modals auxiliary and omission of definite preposition.
2. The frequency of speech errors are 114 utterances of filled pause and 32,02% of percentage, 85 utterances of repeats and 23,88% of percentage, 61 utterances of silent pause and 17,13% of percentage, 22 utterances of correction and 6,18% of percentage, 7 utterances of stutters and 1,97% of percentage, 6 utterances of interjection and 1,69% of percentage, 5 utterances of retraced and 1,40% of percentage, 4 utterances of slip of tongue and 1,12% of percentage. Morphological error are 21 utterances of language switch and 5,90% of percentage, 8 utterances of pronunciation error and 2,25% of percentage, 6 utterances of omission of bound morpheme {-s} as singular marker and 1,69% of percentage, 4 utterances of omission of bound morpheme {-s} as plural marker and 1,12% of percentage, 4 utterances of wrong in word selection and 1,12% of percentage. Syntactical error are 5 utterances of the use of V-ing after modals auxiliary and 1,41%

of percentage, and 4 utterances of omission of definite preposition and 1,12% of percentage.

3. The dominant of speech error is filled pause with 32,02%. The dominant of morphological error is language switch with 5,90%, and the dominant of syntactical error is the use of V-ing after modals auxiliary with 1,41%.
4. Each of type of error has source of error. Speech error has three sources of error. They are cognitive, psychological and sociological reason. Cognitive reason is caused by the topic. The speakers are difficult when they get unusual topic discuss. Psychological reason when speakers are possible to feel nervous when they speak in front of many people. Sociological reason occurs when speaker must talk to someone who has high position.

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